

Language in Society

Please keep an eye open for newspaper, magazine, or social media examples of language use and its influences on cognition and behaviour (or vice versa). Over the course of the semester, identify one such example.

1. You will submit a brief (about 250 words) written statement of what concept(s) from the text or class the media piece illustrates.
2. You will record a presentation for each example, focussing on how the media piece illustrates one or more concepts from the course. This recording can be in the form of
 - a. A 2-minute MS PowerPoint presentation narrated by you and converted to video OR
 - b. A 5-minute podcast audio file. Remember that if it is a podcast, you don't have the luxury of visual aids and so it needs to be longer and descriptive.

Criteria	weight	Exemplary A	Accomplished B	Developing C	Beginning D
Content	20%	<input type="checkbox"/> Thorough research and overview of topic. <input type="checkbox"/> Clear understanding of material. <input type="checkbox"/> Concise and informative.	<input type="checkbox"/> Good research and overview of topic. <input type="checkbox"/> Some understanding of material. <input type="checkbox"/> Concise and informative	<input type="checkbox"/> Good research and overview of topic. <input type="checkbox"/> Some understanding of material. <input type="checkbox"/> Concise but not very informative	<input type="checkbox"/> Unclear research and overview of topic. <input type="checkbox"/> Limited understanding of material. <input type="checkbox"/> Concise but not very informative
Indication of thinking and learning	40%	<input type="checkbox"/> The topic was presented creatively <input type="checkbox"/> Exemplified critical thinking skills.	<input type="checkbox"/> The topic was presented well <input type="checkbox"/> Evidence of critical thinking skills.	<input type="checkbox"/> The topic was presented appropriately <input type="checkbox"/> Some evidence of critical thinking skills.	<input type="checkbox"/> The topic was not presented appropriately <input type="checkbox"/> No evidence of critical thinking skills.
Visual and auditory presentation	10%	<input type="checkbox"/> Transitions were smooth <input type="checkbox"/> Effects were used well. <input type="checkbox"/> Visuals added to the content. <input type="checkbox"/> Sound was audible, clear, and consistent.	<input type="checkbox"/> Transitions were smooth <input type="checkbox"/> Visuals added to the content. <input type="checkbox"/> Sound was audible.	<input type="checkbox"/> Transitions were good <input type="checkbox"/> Visuals mostly aesthetic and didn't add to the content. <input type="checkbox"/> Sound was audible.	<input type="checkbox"/> Transitions unclear <input type="checkbox"/> Visuals mostly aesthetic and didn't add to the content. <input type="checkbox"/> Sound unclear.
Written summary	20%	<input type="checkbox"/> Brief provides a good summary of the presentation.	<input type="checkbox"/> Brief provides an adequate summary of the presentation.	<input type="checkbox"/> Brief provides an adequate summary of the presentation but is unnecessarily long or unclear in parts.	<input type="checkbox"/> Brief is either absent or unclear. <input type="checkbox"/> Difficult to get a good idea of the narrative from the brief
Timeliness	10%	<input type="checkbox"/> Assignment on time	<input type="checkbox"/> Assignment one class period late	<input type="checkbox"/> Assignment two class periods late	<input type="checkbox"/> Assignment more than one week late